

MILNTHORPE PRIMARY SCHOOL YEARLY PLAN

Year 5



<b>CURRICULUM</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>English</b>	<p><b>Odd and the Frost Giants (Neil Gaiman)</b>  <b>Norse Myths and Legends (Kevin Crossly Holland)</b>                      Longship report                      Skrimnir and Thor Retelling                      BBC</p>	<p><b>War Game (Michael Foreman)</b>  <b>Jabberwocky (Lewis Carroll)</b>  <b>Tyger (William Blake)</b>                      Biography                      Letter</p>	<p><b>The Raven (Edgar Allen Poe)</b>  <b>The Haunting of Aveline Jones (Phil Hikes)</b>                      PPT choose own                      adventure suspense and horror</p>	<p><b>The Girl of Ink and Stars (Kiran Millwood – Hargreaves)</b>                      Persuasion – 3 types( formality)                      Information leaflet – comparing past/future squash books</p>	<p><b>Holes (Louis Sachar)</b>                      Instructions                      Explanation</p>	<p><b>Oh Maya Gods! (MAZ Evans)</b>                      Balanced discussion</p>
<b>SCIENCE</b>	<p><b>Forces</b>                      explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object                      identify the effects of air resistance, water resistance and friction, that act between moving surfaces                      recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><b>Living things and their habitats</b>                      describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals                      give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Animals, including humans</b>                      describe the changes as humans develop to old age</p>	<p><b>Living things and their habitats</b>                      describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird                      describe the life process of reproduction in some plants and animals</p>	<p><b>Properties and changes of materials</b>                      compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets                      know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution                      use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating                      give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic                      demonstrate that dissolving, mixing and changes of state are reversible changes                      explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	
<b>MFL</b>	<p><b>Getting to Know You</b>  <b>Recapping prior knowledge of topic areas</b></p>	<p><b>All about ourselves</b>                      Applying and building on previous topic knowledge</p>	<p><b>That’s Tasty</b>                      Learning key vocabulary related to food and drink.</p>	<p><b>Family and Friends</b>                      Applying previous knowledge of topic areas</p>	<p><b>School Life</b>                      Learning key vocabulary related to objects, subjects</p>	<p><b>Time Travelling</b>                      Applying previous knowledge related to</p>

	<p><b>such as spellings and jobs, learning to express emotions, talk about the future (using two different tenses) and follow a simple story, recognising key vocabulary.</b></p>	<p>(clothes and body), developing vocabulary, learning to describe their own appearance. Children are introduced to some key grammatical features of French (position and agreement of adjectives) developing conversational skills, learning to talk about emotions and health.</p>	<p>Learning to say what food/drinks the children like to eat for breakfast, fillings on sandwiches, toppings for pizza, what snacks they like and also opening and closing times of shops.</p>	<p>such as animal, homes and family to extend conversations abilities. Expanding vocabulary and learning how French adjectives must 'agree' with the noun they describe in relation to number and gender.</p>	<p>and prepositional language and key phrases connected to themes.</p>	<p>numbers and dates, extending this to talk about events in French history. Children will be introduced to one of the common past tenses, learning to give dates of birth/death for famous French people and begin to use grammatical terms such as conjunction, auxiliary and infinitive verb.</p>
<p><b>COMPUTING</b></p>	<p><b>Handling Data</b></p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>E-Safety</b></p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Multimedia</b></p> <p><b>PPT choose your own adventure story</b></p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>Tech in our lives</b></p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>Programming</b></p> <p><b>Scratch</b></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	
<p><b>R.E.</b></p>	<p><b>Why do people make pilgrimages?</b></p>	<p><b>How and why are symbols used in religions?</b></p>	<p><b>What are the main beliefs of Islam</b></p>	<p><b>Stories of Hinduism</b></p>	<p><b>Why is Buddha important to Buddhists?</b></p>	<p><b>Worship</b></p>
<p><b>HISTORY</b></p>	<p><b>Vikings</b></p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>WW1</b></p> <p>a local history study</p>			<p><b>Mayans c. AD 900</b></p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan</p>	

					civilization c. AD 900; Benin (West Africa) c. AD 900-1300	
<b>GEOGRAPHY</b>			<b>Energy and the environment</b>  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<b>Climate zones, biomes Rainforests</b>  locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b>		<b>Morecambe local Landuse Study</b>  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  <b>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</b>
<b>P.E.</b>						
<b>MUSIC</b>	<b>Livin' on a prayer</b> Listen and appraise	<b>Jazz Improvisation</b>	<b>Feel my love</b> Listen and appraise	<b>Bel Air</b> Playing instruments	<b>UKS2 Play Performance</b>	
<b>D.T.</b>		<b>Joining textile shapes</b>  <b>Tool/ jewellery roll</b>  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping,		<b>Cam toy</b>  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of		Structures (Frame structures)

		<p>joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, <b>textiles</b> and ingredients, according to their functional properties and aesthetic qualities</p>		<p>materials and components, including <b>construction materials</b>, textiles and ingredients, according to their functional properties and aesthetic qualities understand and use mechanical systems in their products [for example, gears, pulleys, <b>cams</b>, levers and linkages]</p>		
<b>ART</b>		<p><b>War painting and Silhouettes</b> <b>Colour (mixing, complimentary and contrasting)</b> <b>Painting</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, <b>paint</b>, clay]</p>	<p><b>Frida Kahlo – self portraits</b> <b>Digital media</b> <b>Layered images</b></p> <p>about great artists, architects and designers in history</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><b>Landscape composition and perspective</b> <b>Drawing</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including <b>drawing</b>, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>		<p><b>Mayan tiles</b> <b>3-d</b></p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, <b>clay</b>]</p>
<b>PSHE</b>	<p><b>Aiming High</b></p> <p>Attitudes for success Preferred learning styles Challenges and barriers and strategies to overcome obstacles Skills and career choices</p>	<p><b>Digital Wellbeing</b></p> <p>Looking after wellbeing online What a health online relationship looks like Benefits and risks of social media Online bullying and how to make it stop</p>	<p><b>Team</b></p> <p>Positive qualities of a team Disagreeing respectfully Collaborative learning Different types of unkind behaviour Caring for team members</p>	<p><b>Safety first</b></p> <p>Standing up to peer pressure What to do if they feel in danger Identifying an emergency and how to get help Strategies for safe use of roads, rail, water and</p>	<p><b>Think positive</b></p> <p>Further develop understanding of thoughts and emotions Links between thoughts, feelings and emotions Good choices and mindfulness</p>	<p><b>Diverse Britain</b></p> <p>Britain represents a wide range of faiths and ethnicities Making a positive contribution to the community Learning about law and effects of not respecting it</p>

		Fake news stopping the spread of unreliable information		fireworks <b>SRE</b> Puberty and menstrual cycle link to science		Local and national government, charities and voluntary groups in British society
<b>LEARNING OUTSIDE THE CLASSROOM</b>		York			Buddhist temple	